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AUTHOR Dutton, Donnie; Glover, Billy
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ABSTRACT

One of the problems encountered by adult basic education (ABE) teachers was the lack of understanding of the process of curriculum development. This resource document contains an orientation to and an evaluation of the two-week teacher training institute held at Memphis State University. The first session dealing with instructional objectives included a curriculum rationale, educational objectives, selecting appropriate educational objectives, establishing performance standards, and defining content for objectives. Training in the construction of instructional sequences dealt with teaching units and lesson plans, analyzing learning outcomes, appropriate practice, knowledge of results, and perceived purpose. The session on evaluation emphasized a rigorous system for assessment of teaching, test construction, item sampling, interpretation of student performance data; the preassessment of learner competency was also examined. The evaluation of the institute offers data related to a profile of the participants, physical facilities, objectives, the program--its strength and weaknesses--and an overall rating. The appendix includes the forms and questionnaires used in evaluating the institute. (MW)

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ADULT BASIC EDUCATION CURRICULUM DEVELOPMENT

BY

DONNIE DUTTON
PROFESSOR OF ADULT EDUCATION
UNIVERSITY OF ARKANSAS
FAYETTEVILLE, ARKANSAS

AND

BILLY GLOVER
ADULT EDUCATION SPECIALIST
STATE DEPARTMENT OF EDUCATION
JACKSON, TENNESSEE

A RESOURCE DOCUMENT CONTAINING AN ORIENTATION TO AND EVALUATION OF THE INSTITUTE HELD AT MEMPHIS STATE UNIVERSITY, JUNE 17-28, 1974

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE
AUGUST, 1974

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PREFACE

This ABE Institute was a joint effort between the Tennessee State Department of Education and Memphis State University. Many persons deserve considerable thanks for the successful culmination of it and this document, including the Tennessee Adult Education Advisory Committee, various ABE teachers and supervisors across the State, adult education personnel from the three participating universities, and the adult education staff of the State Department of Education. However, a special vote of appreciation is extended to Mr. Charles Kerr, Coordinator of Adult Education, State Department of Education, Nashville, Tennessee, who provided the overall leadership and guidance for this endeavor.

Finally, to Mrs. Jeanne Long, Adult Education Secretary, Memphis State University, recognition is extended for her diligent efforts in the typing of the manuscript.

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CHAPTER I

INTRODUCTION

Background

Adult basic education teachers are faced with the challenging task of helping adults improve their life style by assisting them in the development of previously undeveloped educational skills. Based on information gathered from ABE personnel across the State at regional workshops and information given to the Tennessee State Department of Education's Adult Education Specialists throughout 1973-74, one of the major problems encountered by ABE teachers was the lack of understanding of the process of curriculum development. Consequently, the State Department of Education, in an effort to meet the needs of ABE teachers, contracted with Memphis State University to provide this specialized training in the form of a two week, teacher-training Institute.

General Objectives

At the conclusion of the Institute, each person was expected to be able to describe in writing the process involved in:

1. Determining the objectives of an ABE program.
2. Selecting the learning experiences necessary to accomplish these objectives.
3. Organizing the learning experiences for maximum learning.
4. Evaluating the program to determine how well the objectives were achieved.

In addition, each participant was expected to be able to assist in the conducting of similar local workshops, on a limited scale, whenever scheduled for his or her geographical area, be able to explain the concepts of a home study program or library program in ABE, and be able to use consumer education in the overall ABE program.

Institute Design

The ABE Institute was designed as a two-week educational experience and divided into five primary areas of instruction--instructional objectives, instructional sequences, instructional evaluation, home study and library programs, and consumer education, with the primary emphasis on the first three. These areas are congruent with the objectives listed previously.

The basic design of the Institute resulted from maximum input by ABE personnel across the State of Tennessee. For example, recommendations of ABE teachers and supervisors through various means throughout 1973-74 was the basis for the Tennessee Adult Education Advisory Committee selecting the Institute topic. A small number of ABE personnel from West Tennessee (limited to West Tennessee due to financing and problems associated with teachers being absent from their jobs) were involved in preliminary planning. Procedures were developed for the Institute that allowed the participants to provide "input" as to recommendations for changes that needed to be made. In other words, every attempt was made to encourage the participants to feel that it was their Institute and that they were ultimately responsible for its success or failure.

Learning Experiences

In addition to lectures and the use of many visual aids, the Institute was designed to allow for maximum participation by those attending. Small group sessions were a regular feature of the Institute, and these were designed to give the participants a chance to practice the behaviors implied in the previously stated objectives. A copy of the program can be found in Appendix A.

CHAPTER II

INSTITUTE CONTENT

Background

The Institute centered around three major content areas--instructional objectives, instructional sequences, and evaluation. Two other areas of instruction were covered, that being ABE library and home study programs and consumer education; however, these simply consisted of a few lectures to orient the participants to the concepts involved. Therefore, no further mention will be made of them. The remainder of this chapter will center around the three content areas mentioned previously.

Instructional Objectives

A Curriculum Rationale

This particular session emphasized the overall curriculum development process at a general level. At the conclusion of the session, each participant was expected to be able to describe in writing the general process involved in:

1. Determining the objectives of any educational program.
2. Selecting the learning experiences necessary to accomplish these objectives.
3. Organizing the learning experiences for maximum learning.
4. Evaluating the program to determine how well the objectives were achieved.

Educational Objectives

This session emphasized the development of precisely stated objectives. At the conclusion, each participant was expected to be able to:

1. Distinguish between written objectives that were behavioral and those that were not.
2. Convert non-behavioral objectives to behavioral ones.

Selecting Appropriate Educational Objectives

This session emphasized the kinds of objectives that should be taught in educational institutions. At the conclusion of this session, each participant was expected to be able to:

1. Distinguish correctly between objectives representing the cognitive, affective, and psychomotor domains of student behavior.
2. Classify cognitive objectives as either the lowest or higher than the lowest level of the cognitive domain.
3. Write cognitive objectives for a teaching session at a higher than the lowest level of cognition.

Identifying Affective Objectives

This session emphasized a strategy for generating affective objectives. At its conclusion, each participant was expected to be able to:

1. Describe the strategy recommended for identifying measurable affective objectives.
2. Generate a number of such objectives for an educational program.

Establishing Performance Standards

This session emphasized concrete ways of judging the adequacy of student accomplishments, including both quantitative and qualitative techniques. At its conclusion, each participant was expected to be able to:

1. Identify the portion of an objective, if any, which describes a student performance standard (a level of achievement which allows the teacher to identify those students who have satisfactorily achieved the objective).
2. Identify the portion of an objective, if any, which describes the class performance standard (achievement levels used to judge the adequacy of instruction).
3. Write objectives containing both student and class performance levels, using both quantitative and qualitative standards.

Defining Content for Objectives

This session emphasized objectives that specified content that is generalizable beyond a single test item. At its conclusion, each participant

was expected to be albe to:

1. Describe the desirable relationship an objective should have to test items.

2. Discriminate between objectives which possess content generality and those which do not.

3. Convert objectives which are equivalent to test items to those which possess content generality.

Instructional Sequences

Teaching Units and Lesson Plans

This session emphasized recommended elements for teaching units and lesson plans. At its conclusion, each participant was expected to be able to:

1. List the recommended elements of a teaching unit and of a lesson plan.

2. Decide whether given operations should be carried out in developing lesson plans, teaching units, both, or neither.

Analyzing Learning Outcomes

This session emphasized the techniques of task analysis that should be applied to learning objectives. At the conclusion of the session, each participant was expected to be able to:

1. Describe the strategy recommended for deciding on an instructional sequence.

2. Formulate relevant entry and en route behaviors for given instructional objectives.

Appropriate Practice

This session emphasized the principle of "giving the learner opportunities to practice the behavior implied by an instructional objective." At its conclusion, each participant was expected to be able to:

1. Distinguish between written examples of pupil activities according to whether they are equivalent practice, analogous practice, prerequisite tasks, or irrelevant to a given objective.

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2. Write out learning activities which constitute equivalent practice, analogous practice, and prerequisite tasks for given instructional objectives.

Knowledge of Results

This session emphasized the importance of allowing students to judge the adequacy of all important responses made during an instructional sequence. At its conclusion, each participant was expected to be able to:

1. Determine when a teacher is using the "knowledge of results" principle.
2. Generate descriptions of diverse methods of providing knowledge of results.

Perceived Purpose

This session emphasized the necessity of having students perceive the worth of what they study. Four different methods were examined--extrinsic rewards, exhortation, deduction, and induction. At its conclusion, each participant was expected to be able to:

1. Include perceived purpose activities in their instructional sequences.
2. Distinguish between teachers who are and are not promoting perceived purpose and, if so, which of the four techniques are being used.
3. Write correct examples of each of the four perceived purpose procedures described when given a general topic and class description.

Evaluation

Systematic Instructional Decision Making

This session emphasized a model for determining which instructional activities to include in a teaching sequence and whether the instructional sequence will be effective. At its conclusion, each participant was expected to be able to describe the difference between a "teacher-artist" and a "teacher-technician" concept of instruction.

Evaluation

This session emphasized a rigorous system for assessment of teaching. Test construction, item sampling, interpretation of student performance data, and the preassessment of learner competency was examined. At its conclusion, each participant was expected to be able to:

1. Design both formal and informal preassessment procedures when given an objective.
2. Construct a test item which measures a given objective.
3. Make defensible inferences from test data.

Modern Measurement Methods

This session emphasized item sampling and criterion-referenced measurement. At its conclusion, each participant was expected to be able to:

1. Describe the principal purpose of criterion-referenced testing and norm-referenced testing.
2. Identify whether selected measurement operations are more appropriate for criterion-referenced or norm-referenced testing.
3. Classify descriptions of measurement devices as either criterion-referenced or norm-referenced.
4. Distinguish between measurement situations which require criterion-referenced or norm-referenced measures.
5. Describe the basic procedure for constituting tests by item sampling.

Experimental Designs for School Research

This session emphasized seven research designs--four of which were recommended for evaluating educational programs. At its conclusion, each participant was expected to be able to:

1. Identify which of the seven was being used in hypothetical descriptions of school research operations.
2. Recommend the correct one of the four strong designs for use in a particular school research situation.

Instructional Supervision: A Criterion-Referenced Strategy

This session emphasized a goal-referenced approach to supervision, wherein the supervisor's two primary responsibilities are to aid the instructor in selecting more defensible objectives and to assist him in attaining those objectives. At its conclusion, each participant was expected to be able to:

1. Describe the two primary functions of an instructional supervisor who uses a criterion-referenced strategy.
2. List four recommended activities to be used by supervisors in carrying out each of those functions.
3. Distinguish between descriptions of supervisory actions and/or decisions which are or are not consistent with a criterion-referenced strategy.

Summary

The participants were provided with learning experiences necessary to accomplishing all of the aforementioned objectives. In addition, they were given practice in accomplishing the behaviors stated in each objective; and then, they were evaluated at the close of each session to determine how well they had achieved the objectives.

While this instruction was of a general educational nature, some fifteen small group sessions, each approximately 1 1/2 hours long, were built into the program to enable the participants to practice the things they were learning by incorporating them into various facets of curriculum for adult basic education. Each participant had to select a subject matter area of adult basic education and develop an instructional sequence using the principles and concepts taught. These had to be written and "handed-in" at the close of the Institute in order to determine the degree to which each participant could operationalize the theory and principles taught.

CHAPTER III

EVALUATION

Evaluation of the Institute was of a "two pronged" nature. First, each participant was evaluated as to how well he or she had achieved the stated objectives. This had to do with grades for each participant since the Institute was offered for credit, and no further mention will be made of this in this document.

Second, data describing the twenty-eight people who participated and how they felt about the Institute were secured by a questionnaire (see Appendix B for a copy of the instrument). The remainder of this chapter will be devoted to a presentation of this data along the following format:

1. Profile of the participants.
2. Physical facilities.
3. Objectives.
4. Program.
5. Strengths.
6. Weaknesses.
7. Overall rating.

Profile of the Participants

In regards to a profile of the participants, it was found that:

1. Seventy-five per cent of the participants were females and twenty-five per cent were males.
2. Approximately forty-three per cent were less than thirty-five years old and fifty-seven per cent were thirty-five and over.
3. Fifty per cent were white, and fifty per cent were black.
4. Almost sixty-eight per cent possessed a Bachelor's Degree, while thirty-two per cent possessed a Master's Degree.

5. Approximately fourteen per cent of the participants had less than one academic year of actual teaching experience in ABE, while fifty per cent had from one to three years experience, and thirty-six per cent had more than three years.

6. Approximately fourteen per cent had less than two years experience in public schools other than ABE, while fifty per cent had from two to ten years experience, and thirty-six per cent had more than ten years.

7. Approximately fifty-seven per cent had this public school experience in elementary education, while thirty-two per cent had it in secondary education, with about eleven per cent indicating it was in some other area.

8. Eleven per cent of the participants were employed full time in ABE, while eighty-nine per cent were employed part-time.

9. Fifty-seven per cent were from West Tennessee, twenty-nine per cent from Middle Tennessee, and fourteen per cent from East Tennessee.

Physical Facilities

Relative to statements about the physical facilities provided at the Institute, the participants responded as follows:[1]

Statement	Score
1. Adequate space was provided for large group meetings.	4.5
2. Adequate space was provided for small group discussions.	4.4

[1]The scores were based on the following scale:

5 = Strongly agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly disagree

Relative to statements about the objectives of the Institute, the participants responded as follows:[2]

Statement	Score
1. The objectives of the Institute were relevant to the needs of the participants.	4.5
2. The objectives of the Institute were clearly defined to the participants.	4.8
3. Adequate time was available for the objectives of the Institute to be accomplished.	4.3

Program

Relative to statements about the program provided at the Institute, the participants responded as follows:[3]

Statement	Score
1. The content of the Institute was relevant to my needs.	4.4
2. The program of the Institute was in line with the stated objectives.	4.8
3. Adequate lines of communication were established between staff and participants.	4.8
4. The content of the Institute was such that it answered questions that concerned me relative to my job.	4.4

Strengths

When asked to indicate the strengths of the Institute, the participants responded as follows:

1. It helped the participants learn how to state objectives

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[2]See Footnote 1.

[3]See Footnote 1.

more precisely for instructional purposes.

2. Overall knowledge on how to write objectives was superbly presented.

3. The objectives were clearly defined; sufficient time was allotted; tests were fair; nice professor.

4. Pupil-teacher ratio; goodness of professor to explain, explain, and re-explain.

5. The preplanning of the proposed content was of great significance; the objectives of the Institute were executed well; all participants were allowed to contribute.

6. The objectives were explained and followed; the overall atmosphere was very good for the learning situation.

7. The information presented was needed by all ABE teachers; practical application of the material; professor's ability to successfully communicate and retain the interest of the participants.

8. The professor; material was presented in an interesting way.

9. The professor; well organized.

10. Subject matter was covered thoroughly; the professor did an excellent job.

11. The information presented was needed by all; information was not boring; taught by an excellent professor; all was very interesting.

12. How to determine proper objectives.

13. The Institute provided a very practical common sense approach to teaching, which is badly needed in all phases of education.

14. Day by day interaction of participants.

15. Provided an opportunity for all the participants to get involved in the planning and writing of behavioral objectives.

16. The professor.

17. Learning how to develop an ABE curriculum.

18. I was able to learn how to write behavioral objectives.

19. The professor clearly explained the objectives as stated.

20. Objectives were stated clearly; all participants were treated as adults; great rapport between staff and participants; teaching techniques used were excellent.

21. The rapport between the professor and the students was excellent.

22. The film strips; putting what we learned into action; the professor's attitude.

23. The professor's presentations.

Weaknesses

When asked to indicate the weaknesses of the Institute, the participants responded as follows:

1. The small groups should have been given more specific tasks to do, questions to answer, or lessons to plan.

2. The participants should have had more discussions in the time alloted for that purpose.

3. It should have been geared more toward everyday problems in the ABE program.

4. None (five responses).

5. The visual aids need to be geared to a more simple vocabulary so that a participant can "take in" the material faster and easier.

6. Needed more time to digest the information presented--Institute should be for more than two weeks (four responses).

7. Moved too slow; common sense knowledge sometimes stated in obscure terms.

8. Some of the material appeared to be contradictory.

Overall Rating

Three overall measures of the effectiveness of the Institute were taken. First, the participants were asked to indicate their agreement or disagreement with the following statement: "As a result of the Institute, I feel that I will now be better able to perform my job." The score for this item was 4.5.[4]

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[4]See Footnote 1.

Second, the participants were asked to indicate their overall rating of the Institute from very high to very low. The score for this item was 4.8.[5]

Third, the participants were asked to fill out the Kropp-Verner Evaluation Scale.[6] This is an attitude scale consisting of twenty items arranged in rank order of value, with item number one being the best thing that could be checked about the program, item number two, the second best, and so on, with item number twenty being the least favorable response.

A median score value was determined for each of these twenty items by Kropp and Verner. This ranged from 1.13 for item number one to 10.89 for item number twenty. Consequently, the closer a participant's score approximated 1.13, the higher the rating for the educational session, and the closer it approximated 10.89, the lower the rating.

When the scores for the participants at the Institute were tabulated, the rating given was 2.95, which meant that only four more positive items were above this rating, while fifteen less favorable items were below it.

Summary and Comments

As one peruses the data presented in this chapter, it is evident that the Institute was very successful from the viewpoint of the participants. The strengths versus the weaknesses listed by the participants support this conclusion. In addition, one hundred per cent of the participants indicated that they favored additional Institutes of this type--a further evidence of their satisfaction.

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[5]The scores were based on the following scale:

5 = Very high	2 = Low
4 = High	1 = Very low
3 = Medium	

[6]Russell Kropp and Coolie Verner, "An Attitude Scale Technique for Evaluating Meetings," Adult Education, Vol. VII, No. 4 (Summer, 1957), pp. 212-215.

When asked to indicate the topics on which they would like to attend future Institutes, the participants responded as follows:

1. Reading (four responses).
2. Consumer education (two responses).
3. Student retention (two responses).
4. Student recruitment.
5. Teacher-student communication.
6. Specifically, how to begin an ABE class.
7. Dealing with the ABE student directly and the subject matter.
8. Attention devoted to ABE students who are <u>not</u> GED potentials.
9. GED preparation.
10. More basic needs.
11. Library skills.
12. More on curriculum development.
13. Testing materials for ABE.
14. Bring some of the better participants back to a follow-up institute to develop specific subject units.

APPENDICES

APPENDIX A

PROGRAM FOR TENNESSEE ABE CURRICULUM DEVELOPMENT
INSTITUTE, JUNE 17-28, 1974

Monday, June 17

8:30 - 8:35	WELCOME Billy Mac Jones
8:35 - 10:00	REGISTRATION Charles Goodpasture
10:00 - 10:30	BREAK
10:30 - 12:00	ORIENTATION Donnie Dutton Billy Glover Jeannette Gunter
12:00 - 1:15	LUNCH
1:15 - 2:30	SMALL GROUP SESSIONS Donnie Dutton
2:30 - 3:00	BREAK
3:00 - 4:30	SMALL GROUP SESSIONS Jeannette Gunter
4:30 - 5:30	STAFF MEETING

Tuesday, June 18

8:30 - 10:00	A CURRICULUM RATIONALE Donnie Dutton
10:00 - 10:30	BREAK
10:30 - 12:00	SMALL GROUP SESSIONS Billy Glover
12:00 - 1:15	LUNCH
1:15 - 2:30	EDUCATIONAL OBJECTIVES Donnie Dutton
2:30 - 3:00	BREAK
3:00 - 4:30	SMALL GROUP SESSIONS Jerry Graham Jeannette Gunter
4:30 - 5:30	STAFF MEETING

Wednesday, June 19

8:30 - 10:00	SELECTING APPROPRIATE EDUCATIONAL OBJECTIVES Donnie Dutton
10:00 - 10:30	BREAK
10:30 - 12:00	SMALL GROUP SESSIONS Billy Glover
12:00 - 1:15	LUNCH
1:15 - 2:30	IDENTIFYING AFFECTIVE OBJECTIVES Donnie Dutton
2:30 - 3:00	BREAK
3:00 - 4:30	ESTABLISHING PERFORMANCE STANDARDS Donnie Dutton
4:30 - 5:30	STAFF MEETING
7:00 - 9:00	SMALL GROUP SESSIONS Jeannette Gunter

Thursday, June 20

8:30 - 10:00	DEFINING CONTENT FOR OBJECTIVES Donnie Dutton
10:00 - 10:30	BREAK
10:30 - 12:00	TEACHING UNITS AND LESSON PLANS Donnie Dutton
12:00 - 1:15	LUNCH
1:15 - 2:30	SMALL GROUP SESSIONS Jeannette Gunter
2:30 - 3:00	BREAK
3:00 - 4:30	ANALYZING LEARNING OUTCOMES Donnie Dutton
4:30 - 5:30	STAFF MEETING
7:00 - 9:00	SMALL GROUP SESSIONS Jerry Graham

Friday, June 21

8:30 - 10:00	ABE HOME STUDY PROGRAM Blake Welch Jimmy Jordan Emily Travis Iola Vaught
10:00 - 10:30	BREAK
10:30 - 12:00	ABE LIBRARY PROGRAM Blake Welch Jimmy Jordan Norma Ritchie Iola Vaught
12:00 - 1:15	LUNCH
1:15 - 2:30	SMALL GROUP SESSIONS Jerry Graham
2:30 - 3:00	BREAK
3:00 - 4:30	SMALL GROUP SESSIONS Jerry Graham

Monday, June 24

8:30 - 10:00	APPROPRIATE PRACTICE Donnie Dutton
10:00 - 10:30	BREAK
10:30 - 12:00	KNOWLEDGE OF RESULTS Donnie Dutton
12:00 - 1:15	LUNCH
1:15 - 2:30	PERCEIVED PURPOSE Donnie Dutton
2:30 - 3:00	BREAK
3:00 - 4:30	SMALL GROUP SESSIONS Billy Glover
4:30 - 5:30	STAFF MEETING
7:00 - 9:00	SMALL GROUP SESSIONS Jerry Graham

Tuesday, June 25

8:30 - 10:00	SYSTEMATIC INSTRUCTIONAL DECISION-MAKING Donnie Dutton
10:00 - 10:30	BREAK
10:30 - 12:00	EVALUATION Donnie Dutton
12:00 - 1:15	LUNCH
1:15 - 2:30	SMALL GROUP SESSIONS Billy Glover
2:30 - 3:00	BREAK
3:00 - 4:30	MODERN MEASUREMENT METHODS Donnie Dutton
4:30 - 5:30	STAFF MEETING

Wednesday, June 26

8:30 - 10:00	EXPERIMENTAL DESIGNS FOR SCHOOL RESEARCH Donnie Dutton
10:00 - 10:30	BREAK
10:30 - 12:00	SMALL GROUP SESSIONS Jeannette Gunter
12:00 - 1:15	LUNCH
1:15 - 2:30	INSTRUCTIONAL SUPERVISION: A CRITERION REFERENCED STRATEGY Donnie Dutton
2:30 - 3:00	BREAK
3:00 - 4:30	SUMMARY Donnie Dutton
4:30 - 5:30	STAFF MEETING
7:00 - 9:00	SMALL GROUP SESSIONS Jerry Graham

Thursday, June 27

8:30 - 10:00	CONSUMER EDUCATION Jerry Graham
10:00 - 10:30	BREAK
10:30 - 12:00	CONSUMER EDUCATION Jerry Graham
12:00 - 1:15	LUNCH
1:15 - 2:30	REVIEW Donnie Dutton
2:30 - 3:00	BREAK
3:00 - 4:30	REVIEW Donnie Dutton

Friday, June 28

8:30 - 10:00	EVALUATION Donnie Dutton
10:00 - 10:30	BREAK
10:30 - 12:00	ADMINISTRATIVE WRAP-UP Donnie Dutton

APPENDIX B

EVALUATION OF
ABE CURRICULUM DEVELOPMENT INSTITUTE
JUNE 17-28, 1974

PERSONAL DATA

1. SEX

_____Male

_____Female

2. AGE

_____Less than 35

_____35 and over

3. RACE

_____Black

_____White

_____Other

4. DEGREE PRESENTLY HELD

_____Less than Bachelor's

_____Bachelor's

_____Master's

_____Specialist

5. ACTUAL TEACHING EXPERIENCE IN ABE

_____Less than 1 academic year

_____1-4 academic years

_____5 or more academic years

_____Not applicable

6. NUMBER OF YEARS EXPERIENCE IN PUBLIC SCHOOLS OTHER THAN ABE

_____Less than 2 years

_____2-10 years

_____More than 10 years

7. HAS YOUR EXPERIENCE, AS LISTED IN ITEM 6, BEEN PRIMARILY IN

_____Elementary education

_____Secondary education

_____Other (Specify) _____

8. PRESENT ABE EMPLOYMENT

_____Full-time

_____Part-time

9. PLACE OF EMPLOYMENT

_____West Tennessee

_____Middle Tennessee

_____East Tennessee

****

Following are some statements with which you may agree or disagree. There are no correct or incorrect answers so feel free to express your feelings. Please give us your own opinion about these items by circling the answer that best describes how you feel. Also, a blank is provided after each statement for any written comments that you may care to make.

_____

_____

PHYSICAL FACILITIES

10. ADEQUATE SPACE WAS PROVIDED FOR LARGE GROUP MEETINGS.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

11. ADEQUATE SPACE WAS PROVIDED FOR SMALL GROUP DISCUSSIONS.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

OBJECTIVES

12. THE OBJECTIVES OF THE INSTITUTE WERE RELEVANT TO THE NEEDS OF THE PARTICIPANTS.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

13. THE OBJECTIVES OF THE INSTITUTE WERE CLEARLY DEFINED TO THE PARTICIPANTS.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

14. THE PARTICIPANTS HAD AN OPPORTUNITY TO CONTRIBUTE TO THE DEVELOPMENT OF THE CONTENT OF THE INSTITUTE.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

15. ADEQUATE TIME WAS AVAILABLE FOR THE OBJECTIVES OF THE INSTITUTE TO BE REALIZED.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

PROGRAM

16. THE CONTENT OF THE INSTITUTE WAS RELEVANT TO MY NEEDS.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

17. THE PROGRAM OF THE INSTITUTE WAS IN LINE WITH THE STATED OBJECTIVES.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

18. ADEQUATE LINES OF COMMUNICATION WERE ESTABLISHED BETWEEN STAFF AND PARTICIPANTS AT THE INSTITUTE.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

19. THE CONTENT OF THE INSTITUTE WAS SUCH THAT IT ANSWERED QUESTIONS THAT CONCERNED ME RELATIVE TO MY JOB.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

20. AS A RESULT OF THE INSTITUTE, I FEEL THAT I WILL NOW BE ABLE TO PERFORM MY JOB MORE SATISFACTORILY.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Comments: _____

_____

21. MY OVERALL RATING FOR THE INSTITUTE IS:

Very High | High | Medium | Low | Very Low

Comments: _____

_____

****

Please complete the following items:

22. Identify the greatest overall strengths of the Institute.

_____

_____

_____

_____

23. Identify the greatest overall weaknesses of the Institute.

_____

_____

_____

_____

24. Do you favor additional Institutes of this type?

_____Yes

_____No

25. If you answered Item 24 yes, please indicate some of the topics that you feel would need to be covered.

_____

_____

_____

_____

KROPP-VERNER EVALUATION SCALE*

Please follow directions carefully: Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the Institute.

1. _____It was one of the most rewarding experiences I have ever had.
2. _____Exactly what I wanted.
3. _____I hope we can have another one in the near future.
4. _____It provided the kind of experience that I can apply to my own situation.
5. _____It helped me personally.
6. _____It solved some problems for me.
7. _____I think it served its purpose.
8. _____It had some merits.
9. _____It was fair.
10. _____It was neither very good nor very poor.
11. _____I was mildly disappointed.
12. _____It was not exactly what I needed.
13. _____It was too general.
14. _____I am not taking any new ideas away.
15. _____It didn't hold my interest.
16. _____It was much too superficial.
17. _____I leave dissatisfied.
18. _____It was very poorly planned.
19. _____I didn't learn a thing.
20. _____It was a complete waste of time.

*Russell Kropp and Coolie Verner.

(If you wish, add any comments on reverse side of this page.)